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ABSTRACT

This document represents the second phase of a three-phase project on international education and focuses on the study units which were prepared. It is also intended to serve as a guide to the preparation of materials and ways of developing an international dimension to education. The emphasis of the units is on the application of information as a guide to action. International education offers teachers an opportunity to assist students in the development of a broader repertoire of structuring processes. Two teaching strategies were employed--unit planning to present information in such a way that the parts form an interrelated and interdependent whole, and the use of written behavioral objectives to provide teachers with an opportunity to determine learning goals clearly. The construction of objectives is explained in detail, as is the selection of content for the teaching unit. Various kinds of direct and indirect learning experiences are considered, and methods of evaluation based on the use of the behavioral objectives. Six sample units are included: 1) "Vocational Agriculture," 2) "Argentina: The Land and the People," 3) "Physical Education Rhythms," 4) "Our Mexican Neighbors," 5) "World Literature," and 6) "Indians of Central America." (Related document is ED 038 349.) (MBM)

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A Guide for In-Service Programs in International Education

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INTRODUCTION

This publication represents the second phase of a three-phase project. The first phase dealt with field work and research designed to enrich school curricula through selected dimensions of intercultural education. The results of the first phase were reported in the publication The Goshen Project: A Pilot Program in International Education. The second phase, herein reported, includes selected outcomes of the first phase as well as other materials designed to be used in the third phase. The third phase is planned to be a series of regional meetings to provide in-service educational experiences for selected teachers throughout Alabama.

It is believed that this publication will provide an excellent resource document for in-service programs for teachers who wish to learn how to plan for and implement enrichment programs by using intercultural and cross-cultural approaches. The publication is particularly valuable for use by State Education Agencies as they provide leadership to in-service and improvement activities in Local Education Agencies.

This project is one part of a larger four-state project funded under Title V of the Elementary and Secondary Education Act. Entitled "Regional Education Agency Project in International Education" (REAP/IE), the total project included the states of Texas, Alabama, Tennessee, and Louisiana and its focus was to strengthen State Education Agencies

through selected dimensions of international education. The cooperation and assistance of the Director, Dr. W. R. Goodson, is acknowledged and appreciated.

Dr. Ernest Stone, Alabama State Superintendent of Education, and Mr. Gerald Hause, the Alabama SEA coordinator, provided full cooperation and a high level of leadership and interest.

Most importantly, appreciation is due the students in the Goshen Schools, their teachers, the principal, the superintendent, and the Pike County Board of Education.

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Chapter One

The Goshen Project: A Pilot Program in International Education

The basic goals of the "Goshen Project: A Pilot Program in International Education" were summarized in an earlier monograph. The need for an international dimension in our schools no longer needs a defense: it has become an imperative. Yet, acknowledging a need to do something and acting on that need are hardly the same. And we know now that an international dimension must be part of a larger school activity rather than the concern of one isolated teacher or of one particular subject field.

In 1957, a unique program initiated by the National Council for the Social Studies and entitled "Improving the Teaching of World Affairs" was begun in Glens Falls, New York. The Glens Falls schools attempted to promote a program enveloping the entire system.[1] The Goshen Project is similar. It is also strikingly different. Goshen is a more "unlikely" place than Glens Falls. It does not have commercial and industrial firms with world-wide offices or easy access to the world-wide influences of the larger cities and universities of New York and New England. And it is certainly far removed from the United Nations--which Glens Falls is not.

Goshen is a small, rural community--characteristic of much of Alabama--with many of the insular features common to such communities. The development in international education taking place in Goshen

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[1]See Bulletin No. 35, NCSS, 1964 for a description of the program over a five year period.

offers an example to the large numbers of school districts that are more like Goshen than Glens Falls, not only in Alabama but throughout America.

The Alabama State Education Agency and the University of Alabama were deeply involved in the Goshen Project. This, too, sets Goshen apart from Glens Falls. State Education Agencies are becoming, in cooperation with colleges and universities, sources for leadership in education and are in an important position to assist school districts. The Alabama SEA involvement in Goshen should provide a practical experience for assisting other school districts in Alabama in international education as well as providing a model for other SEA's.

The first year concentrated on developing appropriate interest in other peoples. This was done principally through ties to a number of bi-national schools, their teachers and students, in Latin America. Exchanges of letters, audiotapes, pictures and visits by Latin American students and university faculty with experience in Latin America were the principal activities. The foregoing were expanded during the second year. In addition, teachers began the preparation of study units. This monograph will focus on the study units that were prepared as well as serve as a guide to the preparation of materials and ways of developing an international dimension to education in our schools. Readers should keep in mind that the units prepared by the Goshen teachers represent a beginning. They are uneven in quality and questions could be raised about many aspects of them. Even in that state they can be helpful to other teachers. What actually happened in Goshen classrooms is not adequately reflected in the written units which

suggests that the teachers' experience in writing formal study units is less highly developed than their experience in assisting children in the variety of activities that develop day by day. We can never predict what an individual child, in an intermediate classroom for example, might do with the question of "foods in Mexico." No study unit could have suggested the actual form that the International Education display took at the Pike County Fair and which won a first prize ribbon. The study units produced by Goshen teachers do not reflect adequately the increased interest in Goshen, not only in the classrooms but in the community at large, in learning about other peoples. And this is an ultimate test of the effectiveness of a program in international education.

II

As a teacher prepares for a program in international education--in fact, for any learning experience--it is necessary to pose the questions: What do I expect the students to learn? What can I do to assist the students in their learning? The responses to the foregoing determine much of what goes on in the classroom.

Unfortunately, most efforts in international education have stressed mere acquisition of information. Hence, students learn that "Lima is the capital of Peru" and "coffee is the principal export of Brazil." However, we know that information is important only to the degree that it affects how an individual thinks or acts. John Useem in The Western Educated Man in India (New York: The Dryden Press, 1955), found factual knowledge the least significant dimension of "understanding across cultures." There is a definite need to shift from an emphasis

on the possession of information to an application of information as a guide to action.

The Goshen project stresses the latter rather than the "little walking world almanacs" that Leonard Kenworthy describes as the outcome of too many programs of international education. The Goshen teachers, as the earlier monograph noted:

> "kept in mind the need for Goshen students to develop sound attitudes toward the world which would be reflected in their expressed attitudes toward classmates and culturally different people of the community."

Accepting such a point of view--the need to look inward, developing deeper insights about ourselves, and going beyond mere acquisition of information and the transmission of symbols will influence to a great extent the kinds of activities that dominate the classrooms and the school.

Chapter Two

Preparation of a Unit in International Education

I. A LEARNING THEORY BASE

An error made in the past in international education programs, resulting in the "walking almanac" student, seems to have been a failure to provide children with adequate structuring devices that the program provided for the new information. Based on the theory that thinking can be considered, in one view, as a structuring process, the development of a "frame of reference"(5) may be the most important task of a teacher in international education. Simply stated, children given an abundance of information about new and unfamiliar areas of the world and forms of behavior will make little use of the information unless it is preceeded by the development of conceptualizing schemes which will make this new information comprehensible and meaningful.

International education offers teachers an opportunity to assist students in the development of a broader repertoire of structuring processes. The study of other cultures encourages the exploration of the conceptualizing structures upon which such fields as anthropology, sociology, linguistics and economics are based. By using the structure of these disciplines to explore life styles of other peoples, the student should develop tools which will help him to examine his own life in a rational manner.

To avoid making the information for information-sake error, two teaching strategies can be employed. Unit planning helps the teacher to bring a collection of information into the child's experience in such a way that the parts form an interrelated and interdependent whole. The Goshen teachers were encouraged to use unit planning in order to achieve information coherence. Chapter Four contains samples of the unit plans developed by the Goshen teachers. An examination of these plans may reveal the need for additional experience in this activity by the teachers. It should also indicate the advantage this method has for international education over other planning methods.

The second teaching strategy that can make an important contribution to the success of the program in international education is the use of written behavioral objectives. This provides teachers with an opportunity to determine learning goals clearly. By necessity, the teacher must identify those behavioral changes that will take place in the learner as a result of the unit. A subject such as international education is full of attractive pitfalls. There is a temptation to identify countries and cultures of unusual interest and concentrate attention on them. As a result, extensive information may be developed at the expense of learning opportunities. Methods for organizing instruction such as unit planning and the use of behavioral objectives help to prevent this error.

For the Goshen teachers, writing and using behavioral objectives constituted a major project difficulty. Better methods for developing teacher-use of behavioral objectives are needed. For this reason, more

complete information on the purpose, construction, and use of behavioral objectives is included in this monograph.

An assumption which can be made on the basis of viewing learning as a structuring process is that students, once equipped with new conceptualizing tools, will utilize previously meaningless information. The problem of the student may be a shortage of structuring devices, rather than a shortage of information. The Goshen students, despite the fact that they live in a rural community, are surrounded by information sources in our media-filled world. The teacher's job becomes one of information selection that assists the development of conceptualizing. Information quantity or resources quantity is much less important than information appropriateness. Moreover, information gathering and organizing is used in the classroom to practice employment of new conceptual schemes. It should not be viewed as an end in itself.

The purpose of a program in international education goes beyond the development of skills normally associated with school subjects. It has been viewed as a means of improving the relationship of the child with the world in which he lives. Such programs have hoped to develop persons who react to the forces in their world in more objective and rational ways. Considering learning as a structuring process, the result of the development of additional conceptualizing devices can be readily seen. Students in possession of these tools can interpret more of the information that surrounds them. This information will then be arranged and ordered in ways which are meaningful to them. These arrangements based on information from external sources can then be compared with the perceptions intutitively formulated by the individual. Where the two orders correspond, reinforcement is achieved. Where information does not correlate with assumptions, however, cognitive-affective

dissonance will occur. It is hoped that modification of unsatisfactory suppositions which cannot be supported by evidence from the real world will be modified.

The priorities of instruction resulting from viewing thinking as a structuring process differentiate the Goshen project from other efforts in international education. The areas most crucial to successful employment of this view and the problems most frequently encountered form the basis of the following chapters of this monograph.

II. Constructing Objectives

A lack of experience in establishing learning objectives that are clearly understood and can later be measured was a problem confronting Goshen teachers and confronts teachers rather universally. It is our intent to present in modified form some of the instruction in writing behavioral objectives that was presented to Goshen teachers in the hope that it will be beneficial to all teachers who make use of this publication.[1]

The basic objectives are to assist the teacher in performing the following tasks:

1. Given a list of verbs commonly used to write educational objectives, identify those verbs whose meaning is most likely to be measured by observable behavior.

2. Given a selected list of educational objectives, be able to distinguish between objectives that specify the desired terminal behavior and those objectives which do not.

3. Given a selected list of objectives, be able to identify objectives that describe the conditions under which the behavior is expected to occur.

4. Given a selected list of objectives, be able to identify objectives that describe how well the learner must perform a task for it to be considered acceptable.

5. Given a selected list of learning objectives, be able to classify and analyze each according to the Taxonomy of Educational Objectives by Bloom and others.(4)

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[1]A useful book for teachers who wish additional assistance is Robert Mager, Preparing Instructional Objectives, Fearon Publishers, Palo Alto, California, 1962.

In achieving these objectives, examples will be provided that describe the characteristics of an objective; exercises will be utilized to develop some proficiency in constructing objectives; objectives will be described so that international education is the content; and finally, a self-evaluative test item will be used to indicate your level of progress.

CRITERIA FOR BEHAVIORAL OBJECTIVES

A behavioral objective is a statement communicating a teacher's intentions by denoting the behavior which a student, class or group must demonstrate when he has successfully completed a learning experience. The activity performed by the learner must be readily observable and measurable. The statement includes descriptive phrases (1) identify the learner, (2) indicate the expected behavior outcome, (3) state the special conditions essential to the learning and (4) specify the minimum levels of performance.

The following statement is a behavioral objective which contains the essential criteria:

> Given a list of eating customs found in Colombia and Alabama, the home economics student will be able to identify at least five customs that are practiced in both cultures.

The following statement does not meet the criteria for a behavioral objective while it could be called an objective. This is a non-behavioral objective:

> To know about eating customs practiced in Colombia.

Using the following criteria for a behavioral objective, see if you can identify these elements in the previously stated behavioral objective.

1. An adequate description of the learner is given.
2. An adequate description of the behavior expected of the learner is given.
3. A description of any special conditions under which the learning will take place is given.
4. The specifications for what constitutes an acceptable performance by the learner is given.

You are correct if you identified the following:

1. ...the home economics student...(description of the learner).

2. ...will be able to identify...(the behavior expected of the learner).

3. ...Given a list of eating customs found in Colombia and Alabama... (special conditions under which the learning will take place).

4. ...at least five customs that are practiced in both cultures... (what constitutes acceptable performance).

These criteria are essential in the construction of a behavioral objective, and it is necessary that the teacher concerns himself with their inclusion when writing objectives. Therefore, a more careful analysis of the behavioral objective is necessary at this point.

DESCRIPTION OF THE LEARNER

The learner can be described as either a group or as an individual, and the classroom teacher will very often need to write objectives for both kinds of learners. Group objectives indicate that every learner within the group should achieve the prescribed behavior, because of its value to everyone. That is, no one should be exempt from being able to demonstrate his ability to perform a group objective. An objective that is written for an individual suggests that the particular learner's capabilities call for behavior that is different than that prescribed for a larger group. Recognizing these differences the teacher must be prepared to write behavioral objectives for both conditions.

As the teacher proceeds to construct behavioral objectives for the group or a class, language that describes the group as the learner must be considered. It is necessary to use clauses that cast the learner into broad categories of description, such as "the seventh grade students" or

"the seventh grade science student." The educational intent is clearly being directed toward all students who are in the seventh grade or to all seventh grade students who are in the science class. Therefore, every student who fits these categories will be expected to demonstrate a mastery of the behavior within the prescribed minimum level of performance.

The reasons for writing behavioral objectives for individuals may be more important than how we can write such objectives. An adequate description of an individual as the learner has meaningful significance to the teacher who is being requested to participate in the designing and teaching of independent study and individualized study programs.

In the construction of behavioral objectives for individuals, once again, it is the choice of language that will be used to describe the learner that is really vital. If the learner's identity is clearly known, then objectives can be written on an individual basis. The writer must describe specifically the learner as being, "Sue Morrow, a seventh grade advanced science student." This description given clearly indicates that one person, in the seventh grade science class by the name of Sue Morrow is being directed to demonstrate her mastery of the stated objective. Therefore, if we adequately describe the learner who is expected to achieve the objective, then, we can write individualized units of study for our students. Consider the following examples that have been categorized.

INDIVIDUAL	GROUP
Tom Fraser, a biology student	the student
Milton Baxter, an advanced math student	the seventh grade student
Toby Graham, an advanced English student in Mrs. Yoakley's honors class	an eleventh grade home economics student
	a student in Mrs. Yoakley's class

Any one of these phrases describes the learner and can be used for writing behavioral objectives; however, it should be remembered that the phrases indicate a preference for one of two categories used to describe the learner.

Read the following objectives and decide which objective would be used to describe an individualized program and which would describe a group or class.

1. Given a list of eating customs found in Colombia and Alabama, the eleventh grade home economics student will be able to identify at least five customs that are practiced in both cultures.
2. Given three recipes for foods eaten in Colombia and Alabama, Joanne Fraser, an advanced home economics student on independent study, will prepare a meal for the visiting foreign exchange students from Colombia. The total preparation time will last no longer than 90 minutes and must meet with the approval of a majority of the visiting students.
3. Given a list of 10 recipes for foods that can be found in 7 countries, Mrs. Barlow's advanced home economics students will be able to identify which recipe would culturally be related to Colombia. The answer must be given within a period of 10 minutes.

DESCRIPTION OF EXPECTED BEHAVIOR

Expected behavior tells us what the learner must be able to do or perform after the instruction has been completed. It indicates what the learner will be like when he has mastered the stated objectives. When writing objectives in behavioral terms, it is necessary to communicate the instructional intent that is desired by the teacher. This communication can be best achieved by using action verbs that pinpoint as precisely as possible what is expected of the learner. Consider the following behavioral objective in which the verb and the terminal behavior have been underlined.

> Given a list of eating customs in Colombia and Alabama, the home economics student <u>will be able to identify</u> at least five customs that are practiced in both cultures.

The underlined portion of the behavioral objective, "...<u>will be able to identify</u>...", very clearly pinpoints what the learner will be expected to perform after the instructional period is over.

Now, read and consider the following list of phrases that are additional examples of terminal behavior which can be found in behavioral objectives.

1. ...will be able to identify...
2. ...will use all resources at the school and in the community to propose...
3. ...will diagnose each...
4. ...will compare Colombia and agriculture education with agricultural education in Alabama
5. ...will be able to appraise....

Language is particularly important when writing behavioral objectives. Some words are open to wide interpretation while some words are open to fewer interpretations; therefore, verbs and other verb forms must be carefully selected when describing what the learner will be expected to perform when the instructional period has been completed. Compare the verb forms in the two columns that follow:

VAGUE WORDS	CLEAR WORDS
to enjoy	to identify
to know	to list
to appreciate	to recall
to understand	to write
to grasp	to recognize
to see	to state

When the objective asks that the learner will appreciate good literature, there is a wide arrange of interpretations left open from which we may choose. For example, do you mean that the learner will like what he reads ,

tell others that he likes what he reads, show his appreciation by owning many books, or to recognize titles of good literature. The expression could mean many things.

By using words that clearly specify the intended behavior expected of the learner, the teacher can construct objectives that are both observable and measurable. Consider again our initial objective:

> Given a list of eating customs found in Colombia and Alabama the home economics student will be able to identify at least five customs that are practiced in both cultures.

The desired behavior has been clearly described with the words, "...will be able to identify..." and, therefore, the number of interpretations that can be made is limited.

Fr m the following list of objectives, identify at least two objectives that have been clearly stated with words that are open to few interpretations.

1. As a result of studying world literature, the student will be able to identify at least five ways that Latin American and United States literature is similar.

2. After reading ten short stories about Latin America and the United States, Steve Wise, an advanced English student on independent study will be able to describe the cultural similarities of the two regions in an essay of no more than 1200 words.

3. As a result of instruction, students will understand what life is like in Colombia after having read 10 short stories that were written by Latin American writers.

DESCRIPTION OF SPECIAL CONDITIONS

Very often the teacher must define the expected behavior further by stating the conditions which will be imposed on the learner while he is

demonstrating a mastery of the objective. If the conditions are stated, then the learner will not likely misinterpret the intent of the objective. Consider the following examples:

Given a list of foods...
Given a problem...
Given a set of...
Without the aid of...
As a result of instruction...

It is important that you state the conditions in such a manner that they can be clearly understood by the teacher and the learner. When conditions are well defined, the learner can operate in an independent study program without interrupting his study for repeated clarification.

Now, underline the special conditions that have been stated in the following objectives:

> Given a list of eating customs found in Colombia and Alabama, the home economics student will be able to identify at least five customs that are practiced in both cultures.

Very good. It is important to be able to write behavioral objectives that include the conditions that the learner will adhere to as he performs the expected task. Now, analyze the following objectives and determine which of the objectives includes the prevailing conditions under which the learner will perform.

a. The student will be able to list six basic nutritional needs of all people.
b. Based on a comparison of shopping habits in Alabama and Colombia as discussed in class, the student will be able to formulate at least 5 ways in which shopping could be improved in both countries.
c. The students will be able to compare shopping for food in Colombia with shopping for food in Alabama.

DESCRIPTION OF ACCEPTABLE PERFORMANCE

A clearly stated behavioral objective includes the minimum standard of performance expected from the learner and it naturally serves as the backbone of the evaluation process which measures the level of success attained by the learner.

Analyze the following behavioral objective and identify the criterion for acceptable performance that is expected of the learner.

> Given a list of eating customs found in Colombia and Alabama, the home economics student will be able to identify at least five customs that are practiced in both cultures.

If you have correctly identified the criterion for performance in the preceeding behavioral objective, then you should be able to write objectives that state the minimum level of performance for the learner. Consider the following list of phrases that contain criterion for performance.

1. ...to be able to identify <u>80 out of 100 figures of speech</u> that have been listed on the exam.
2. ...to be able to solve correctly at least seven simple math problems <u>within a period of 20 minutes</u>.
3. ...to be able to list <u>5 major battles</u> fought during the Civil War in which the South was victorious.
4. ...to be able to spell correctly <u>at least 80% of the words</u>.

Each of the preceeding excerpts from behavioral objectives have clearly and precisely stated what level of performance is expected of the learner before it will be accepted by the teacher. Consider the following objectives and indicate if the objective contains a criterion for performance.

1. According to material studied in class, the student will be able to list and define the holidays celebrated in Mexico.
2. With the use of materials provided, the student will be able to construct at least two Mexican Christmas decorations that depict a Mexican custom.

TIME INTERVAL

Behavior that is expected of the learner is influenced by whatever time interval is required for performing the intended behavior. It is necessary for the teacher to consider the time interval needed for the learner to achieve the stated objective and, in doing so, to use language that places the objective within the short, intermediate or the long-range intervals. (4)

These three intervals involve varying periods of time. An objective requiring a short interval takes from one to four days; an intermediate interval takes from two to nine weeks; and a long-range interval takes a year or a semester for the expected learning to occur. The language provides an indication of the time interval essential to learning the objective. For example, the use of the verbs "list or identify" would indicate that the learner would need no more than one to four days in which he could accomplish the objective; the use of the verbs "explain or solve" suggests that the learner would need an intermediate interval or a period of time from two to nine weeks; while the use of the verbs "formulate or construct" require a long-range interval of a semester to a year in which the stated objective would be completed. Now, consider the following objective and determine the time interval that will be needed for the learner to successfully complete the activity.

> Given a list of eating customs found in Colombia and Alabama, the home economics student will be able to identify at least five customs that are practiced in both cultures.

If you used the verb form "to identify", then you selected the essential clue that was needed to correctly place this objective within one of the three intervals. Now, consider the verb forms in the following objectives and determine the proper time interval that would be needed by the learner.

a. According to the material studied in class, the student will be able to list and define the holidays celebrated in Mexico.

b. With the use of materials provided, the student will be able to construct at least two Mexican Christmas decorations that depict one or more Mexican customs.

c. Given a set of pictures of Mexican scenes, the student will be able to explain the reasons for the costumes worn by the people in each scene.

LEVELS OF LEARNING

Benjamin Bloom, in his extensive writing on educational objectives, lists six levels or phases of learning and gives values to each.(1) They are: 1.0 Knowledge, 2.0 Comprehension, 3.0 Application, 4.0 Analysis, 5.0 Synthesis, and 6.0 Evaluation. It would be helpful to keep these levels in mind when formulating behavioral objectives.

These levels are defined in detail below with examples of some action verbs identified with each. The significance of being able to use the levels of learning in behavioral objective writing is that a useful method of improving the unit has been provided.

1.0 Knowledge

refers to the recall of specific kinds of information.

state	define
name	write
identify	read
recite	quote
number	repeat
list	draw
memorize	count
remember	trace
recall	tabulate
recognize	

Behavioral Objective Example: Given a list of eating customs found in Colombia and Alabama, the student will be able to identify at least five customs that are practiced in both cultures.

2.0 Comprehension indicates a level of understanding in which the individual interprets what is being communicated and can make some use of the material or idea. Key action verbs that are used in the comprehension level are:

interpret	translate
associate	describe
estimate	compute
contrast	discuss
predict	compare
distinguish	differentiate

Behavioral Objective Example: Given a list of eating customs found in Colombia and Alabama, the student will be able to compare at least five customs that are practiced in both cultures.

3.0 Application indicates that the individual has increased his ability to such a degree that he is willing to put to use some abstract idea, principle or theory. Key action verbs that are used in the application level are:

use	solve
examine	complete
classify	illustrate
demonstrate	utilize
present	exhibit
relate	apply

BEHAVIORAL OBJECTIVE EXAMPLE:

Given a list of eating customs found in Colombia and Alabama, the student will be able to demonstrate at least five customs that are practiced in both cultures.

4.0 Analysis

is the breakdown of the whole into separate parts. It is a division of an idea, concept, principle or theory, so that the levels of each or the relationships between them are made clear.

Key action verbs that are used in the analysis level are:

separate
divide
dissect
explain
summarize
analyze

BEHAVIORAL OBJECTIVE EXAMPLE:

Given a list of eating customs found in Colombia and Alabama, the student will be able to explain the origin of at least five customs that are practiced in both cultures.

5.0 Synthesis

is the putting together of the parts to form a whole. It involves the working with the parts, pieces and elements in such a way as to arrange or to combine them in a new pattern previously not known to the learner.

Key action verbs that are used in the synthesis level are:

combine	generalize
develop	arrange
organize	prepare
formulate	design
create	produce
prescribe	propose
construct	compile

BEHAVIORAL OBJECTIVE EXAMPLE:

Given a list of eating customs found in Colombia and Alabama, the student will be able to prepare a meal, using at least five customs that are practiced in both cultures.

6.0 Evaluation

is the judging of the value of materials, methods and ideas for personal reasons. A criteria established by the individual or from outside resources is used to appraise the worth of some idea, method or material.

Key action verbs that are used in the evaluation level are:

rank	appraise
judge	measure
test	rate
recommend	select
grade	determine
critique	assess
evaluate	

BEHAVIORAL OBJECTIVE EXAMPLE:

Given a list of eating customs found in Colombia and Alabama, the student will be able to select at least five customs that should be practiced in both cultures.

III. Selection of Content for the Teaching Unit

Content selected for the teaching unit must include those elements of skills and knowledge which are considered most effective in reaching the behavioral objectives expected of the student. With an emphasis on the development and improvement of information structuring processes, several levels of selecting the content must be considered. These include: the central concept or process and its dimensions, the focusing ideas around which the unit is to be developed and the specific details and basic skills which will be used to develop the focusing idea.(3)

The first task is the selection of the central topic or concept for the unit. The topic should be selected carefully to insure that it will involve the structuring devices for which need has been determined. The topic must also be relevant enough to capture student interest and significant enough not to be a waste of the student's time. In the present case, the topic is related to international education. This area of study offers a wide range of topics and concepts which can be chosen to successfully provide students with appropriate processes for gathering and relating to their own lives, information about peoples from other countries of the world. It also utilizes attraction for the new and unexamined to help hold student interest.

The second task is to focus on the broad ideas which will be used to develop the unit. These ideas sould be selected to give perspective to a particular area of the main concept and structuring process. Through the

formulation of a list of related ideas, a practical check can be made against the inclusion of irrelevant and insignificant factors.

Some focusing ideas which may be important when teaching a unit on international education include:

1. Clarification of the role the individual plays in a complex and ever-changing world.
2. Redefinition of United States citizenship to include recognition of world citizenship.
3. Examination of the increasing dependence of the American people or peoples of other nations.
4. Focus on content which stresses the similarities between peoples of the world.

The last task in the selection of content is to choose the specific details and skills to be included in the unit. This can be done by constructing an appropriate sample of specific content for each idea. Sampling content is essential to solving the problem of excessive, factual detail which requires so much of the student's time that he does not have sufficient opportunity to practice and utilize appropriate structural processes with the facts he has been presented.

The following example illustrates this final step.

Focusing Idea: There are similarities between all peoples of the world.

Sample Detail

1. The people of the United States and Colombia are alike in many ways.

A. Kinds of jobs held
   1. farmers
   2. businessmen

B. Desire for economic security
   1. own home
   2. stable wages

C. Aspirations for children

By using the three levels of selecting content--main concepts, focusing on basic ideas and determining specific details to be taught--the teacher

will possess a positive approach to insure that the unit contains appropriate content material.

Once the content has been selected, it must then be organized into manageable and teachable categories. The content needs to be arranged so that the dimensions of inquiry are in a sequential order according to a feasible learning sequence. The content can be organized in a manner similar to the selection process: structural framework, basic topics, focusing ideas and detailed facts and skills. Each of these steps needs to be arranged so that there is movement from the known to the unknown, from the immediate to the remote, from the concrete to the abstract, and from the easy to the difficult. The ideas need to be considered from the standpoint of cumulative development of mental operations. Each succeeding idea or question should require an increasingly difficult mental operation. It is important that core ideas be well-formulated because any flaws that occur in their structure will be reflected in the thinking patterns of the students. Organizing content in this manner facilitates the type of learning activities needed to achieve objectives other than content mastery. The following content sample illustrates this point.

Content

1. Identification by name of the countries of South America
   a. Argentina
   b. Bolivia
   c. Brazil
   d. British Guiana
   e. Chile
   f. Colombia
   g. Ecuador
   h. French Guiana
   i. Paraguay
   j. Peru
   k. Surinam
   l. Uraguay
   m. Venezuela

2. Comparison of the countries in South America

   a. Geographical
   b. Economic
   c. Political

3. Formation of ideas to improve South America

   a. Geographical
   b. Economic
   c. Governmental

Notice the key words: identification, comparison and formulation - which require increasingly difficult mental operations on the part of the student.

It might be feasible to further arrange the organization according to questions which will tend to clarify the focusing ideas. If the questions are written correctly they might also require increasingly difficult mental skills for the student to follow. There are four basic types of questions: 1. Memory Cognitive--which asks the student to repeat a memorized fact; 2. Convergent--which calls upon the student to use reason to answer the question; 3. Divergent--which asks the student to be creative and suggests a rather open answer; and 4. Evaluative--which asks the student to make a judgment, state an opinion or make a choice.(2) Examples of these are:

Memory-Cognitive: Who discovered America?

Convergent: How would you compare the discovery of America with the landing on the moon?

Divergent: If you could have taken the first trip to America and to the moon, how would you describe your journey?

Evaluative: Which feat will prove to be the most beneficial to mankind, the discovery of America or the landing on the moon? Why?

If you examine each of these questions respectively, you will notice that an increasing amount of knowledge is asked of the student. The mental skills are more complex as he progresses to answer each of the questions. When preparing questions for a group, the teacher should be sure that each of the four types of questions are included. It should also be realized that some students may not need basic questions on the memory-cognitive level or possibly other of the levels and can proceed to a more complex type. It is highly possible that if the teacher starts by asking an evaluative question some or many of the students may be able to supply the correct answer, including answers to questions written on the lower levels for the slower students in the class. Therefore, through the questions prepared and used by the teacher indiviualized study may be provided.

An important facet of this outline or any outline of content should be to facilitate creative and responsible thought on the part of students. The use of divergent and evaluative questions which allow for open-ended answers affords this. The teacher should realize that learning experiences are always conditioned by what a teacher is able to do, what the students can master, and the resources that are available to both teacher and student. In organizing the content the students should not be further limited by narrow questions which result in only a partial study of the ideas.

Even though the outline appears to be structured, there are many levels of freedom. It also permits adequate opportunity for content revisions to be made. For example, a new idea and its content sample can be substituted for an idea of less significance previously illustrated

in the outline without affecting the rest of the unit.

This organization is conducive to any technique of teaching which might be preferred by the teacher. Due to the flexibility of the outline, the teacher can adapt the unit to the particular needs of his students. These needs may be met at the group or the individual level.

At this point it is felt that a composite example of the organization of the unit will be useful to illustrate what the content will look like after it has been developed according to the suggested scheme.

Topic: Colombia: Land and People

I. Basic Idea: There are similarities between the terrain of Alabama and Colombia.

A. Sample Content
1. Both Alabama and Colombia have farm land
2. Mountains are included in the landscape of both areas
3. Rivers are important to Alabama and Colombia
a. For transportation
b. For power

B. Questions
1. What kinds of crops are grown in Colombia?
2. Would you compare the crops grown in Colombia with those grown in Alabama?
3. Would you describe how you picture life on a farm in Colombia?
4. Which factor has played the most significant role in the civilizations of Colombia and Alabama, the mountains or the rivers? Why?

II. Basic Idea: There are similarities between the people of Alabama and Colombia.

A. Sample Content
1. All people have the same basic needs.
2. Both Alabama and Colombia have people of different races.
3. The people of Alabama and Colombia are culturally isolated.

B. Questions
1. How are the needs of the people of Colombia and Alabama similar?

2. Would you compare the relationships of the races of people which are characteristic of Colombia and Alabama?
3. If you were a Colombian, what do you think your life would be like?
4. What do you think the values are of studying life in Colombia?

Teachers should note that this example is only a part of the whole and in practice the content will be composed of several ideas. The length will be determined by the number of specific ideas the teacher feels should be taught in order to insure that the behavioral objectives stated at the beginning of the unit are carried out.

IV. LEARNING EXPERIENCES

If the desired behavioral objectives are to be met, the students must be provided with learning experiences which will simulate and facilitate the study of the unit. As a teacher begins the process of determining appropriate learning experiences, he should ask himself, "What is the best way to help the student meet the stated behavioral objectives?" It has been suggested that direct experiences are the most effective means to achieve the objectives.

A real experience is the ideal form of a direct experience. For example, one of the best techniques to teach the customs of the people of South America is for the student to take a trip to the countries of South America and see their customs first hand. However, such a trip will probably be difficult to arrange. This requires that the teacher decide on another alternative which is practical and which provides an experience as nearly direct as possible.

This procedure suggests that learning experiences can be organized on a continuum basis moving first from the direct to experiences which are indirect. These experiences can be then selected according to their adaptability for aiding students to reach the stated behavioral objectives of the unit.

An example of a list of learning experiences has been devised to illustrate the scheme of organization which has been suggested. The list was categorized in the following manner: (1) real-life participation; (2) resource persons with real-life experience; (3) work activities; (4) experiences involving sight; and (5) experiences involving hearing.

You will probably note that some of the experiences are listed under the same numbered level. This was done to illustrate the fact that it is difficult to determine the priorities of some learning experiences which are related and call for similar skills. No effort was made in the list to try to show priorities of this type; instead they are presented as being of equal importance.

LEARNING EXPERIENCES

DIRECT

Real Life Participation

1. Actual visits to Latin America

2. Visit to a city with a particular area made up of people from a foreign background

LESS DIRECT

Resource People with Real Life Experiences

3. Foreign students attending a local college entertain class with a folk dance in their native costumes and remain to answer questions posed from class about their countries

4. Resource people with experience in foreign countries speak to the class

LESS DIRECT

Work Activities

5. International fairs

6. Research studies

LESS DIRECT

7. Simulated

8. Handcrafts

Dolls from other lands

Foreign coin collection

Correspondence with a foreign student

Writing essays

Stamp collection

Debates

Banquet with Latin American theme

Scrapbooks

9. Dramas

INDIRECT

Experiences Involving Sight

10. Films on Latin America (16 mm.)

11. Television programs on the Latin American Countries

12. 8 mm. films

13. Books and other written resource materials

14. Filmstrips

Slides

Pictures (still)

INDIRECT

Experiences Involving Hearing

15. Lecture

16. Tapes

Records

Radio

This is only a partial list of the learning experiences which could be used to provide a guide for teachers to follow. In each unit the teacher should develop a list of the most direct experiences which can be feasibly included in the teaching unit. He should then use this list as a guide to insure that the most direct way of teaching a concept or idea is used.

The list that was illustrated is related to all of the countries of Latin America. Similar lists could be developed on one or more of the countries or even ideas and concepts to be taught about these countries. It could be written in more specific terms than has been demonstrated in this list.

It is important that the teacher resist using only one or two preferred learning experiences. His repetoire of planned experiences should be of sufficient depth that he can add creative and stimulating experiences for the students. It is most likely that sufficient variety in teaching activities will tend to provide greater motivational factors and lead to more successful learning.

V. EVALUATION

Evaluation should be determined by the criteria for a behavioral objective. The teacher's responsibility is to construct a test that will:

1. consider the description of the learner
2. determine if the learner has achieved the intended behavior
3. determine if the learner has operated under the special conditions
4. determine if the learner has achieved the minimum level of performance

Consider the following example of a test item.

Identify five eating customs practiced in Colombia and Alabama from the following list of eating customs.

1. Maid prepares and serves the food.
2. Grace given before meals.
3. Fresh vegetables are cooked daily for meals.
4. Children are served meals alone when guests are present.
5. Father wears a coat and tie for meals.
6. Meats served are: beef, chicken and fish.
7. Knife, spoon and fork are used for eating.
8. Three meals a day are eaten.
9. Desert is served as a separate course.
10. Bread is served with each meal.

The preceeding test item has adhered to the stated criteria for a behavioral objective. Customarily, the learner is not described as an advanced student or the home economics class when writing a test item for evaluation. The significance of the description was established when the teacher constructed a test item that was considerate of the learner's ability. This consideration first occurred when the teacher constructed a behavioral objective that described the learner, and the consideration has been reinforced with the construction of a test item that accounts for a description of the learner.

The sample test item asks the learner to demonstrate his mastery of the intended behavior which was originally stated in the behavioral objective. For example, "Identify...eating customs practiced in Colombia and Alabama..." is the behavior that the learner must be able to demonstrate. It is essential that the test item include this criteria.

The special conditions in which the learner must be able to operate are also stated in the sample test item. For example, "...from the following list of eating customs..." is the criterion that exemplifies the conditions.

Finally, the minimum level of performance by the learner that will be acceptable is given. It is clear that the acceptable level is, "...five..." Anything less than five is not acceptable and no additional consideration is given for a number more than five.

In summation, the teacher should be careful to recognize that evaluation must always be preceeded by the writing of the behavioral objective. The construction of a behavioral objective serves as a guideline for determining the content to be taught, the learning experiences to be organized and the evaluation items to be constructed. The learner's success is enhanced when these steps are followed.

ANSWERS TO EXERCISES

DESCRIPTION OF THE LEARNER, page 5

1. group
2. individual
3. group

DESCRIPTION OF EXPECTED BEHAVIOR, page 7

1. It is a clearly stated objective.
2. It is a clearly stated objective.
3. The word "understand" makes the objective open to many interpretations. Review the word list on page 6.

DESCRIPTION OF SPECIAL CONDITIONS

1. page 8
   Given a list of eating customs found in Colombia and Alabama,

2. page 8
   a. NO
   b. YES (Based on a comparison of shopping habits in Alabama and Colombia as discussed in class...)
   c. NO

DESCRIPTION OF ACCEPTABLE PERFORMANCE,

1. page 17
   "...at least five customs..."

2. page 17
   a. NO
   b. YES "...at least two..."

TIME INTERVAL, page 11

1. short-range interval
2. long-range interval
3. intermediate-range interval

V. EVALUATION, page 34

1. Numbers: 6,7,8,9, and 10.

CHAPTER THREE

A Model Unit in International Education

A unit is essentially a way of organizing learning experiences--a mechanism for fusing content and process. Ideally, the direction of a unit grows from the mutual interests of students and teachers. Joint planning on specific goals and activities is desirable because it ensures learning experiences that are related. It also prevents drifting into a passive study of subject matter information.

Once directions have been set, the teacher's task is to assist the students in creating an environment that is supportive and locating resources; not just printed materials but people who are available in the community, local colleges and universities. The most successful personal example as a learner is, at the same time, a marvelous stimulant to students.

I.

In the pages that follow we will present two units. The first has been prepared by the writers. The second was prepared by Joshen and modified slightly by the writers. Neither are meant to be definitive but they represent some positive directions. The first unit outlin annotated, where it seems appropriate, for explanatory purposes.

Mexico - A 5th Grade Unit

A. Behavioral Objectives

A. The students will be able to describe at least five ways in which topography and climate have influenced Mexico's growth.

The objectives are written in behavioral terms that are clear understood and can later be measured. The students know where they are going and can evaluate their own progress. They call for more than a listing of factual information.

B. The students will be able to pronounce names and places that are common in Mexico with at least a 75% accuracy.	Not being able to pronounce the names of people and places produces an immediate barrier to any internationalization of knowledge.
C. The students will be able to describe at least three ways in which Mexicans dress, eat, house themselves, speak, express themselves in arts and crafts, dance and music.	Represents a concern for the variety of ways in which people in Mexico live. The focus is on people and what makes them "tick." Children prefer looking at people rather than things as they can identify with people.
D. The students will be able to list five problems that we have in common with Mexico.	In the realm of human activities, there are many common problems across cultures.
E. The students will be able to describe how Mexicans feel about us ("Norteamericanos"), and to be able to describe at least four reasons for Mexicans feeling as they do.	A view from the other side gives a dimension of perspective too few of our programs in international education foster. It should assist students in ultimately looking inward.
II. Teacher Activities	
A. Tape a classroom discussion about Mexico before the actual study begins.	Taping a discussion and replaying it at the end of the unit is an excellent way to determine the influence of stereotype.
B. Assist in organizing a cultural laboratory.	Establishing a cultural laboratory represents an attempt to place children in a realistic Mexican setting. The room takes shape with artifacts or facsimiles of Mexican life.
C. Serve as a resource person to students as they pursue various interests relating to Mexico.	The emphasis throughout the outline of teacher activities is on the teacher sharing and assisting children in the pursuit of learning goals. It implies many different kinds of activities going on at the same time with a high degree of individualization.
D. Serve as an "orchestrator" for the many learning activities.	
III. Student Activities	
A. Exchange of audiotapes, pictures, art work, and crafts with 5th grade children in Mexico.	Personal contacts are particularly important to make a study meaningful and alive to young people. When a youngster in Goshen, Alabama for example, writes to a youngster in

Mexico City or Oaxaca and asks "what did you eat last night?" or "How did you spend your birthday?" the response will be more real than any commercial publication.
Exchanges also represent an opportunity to gain insights into attitudes that do not come through a textbook.

Art work, whether by children or professionals, vividly portrays life in a particular environment. It is a nonverbal language, an expression of feelings, hopes, aspirations, reactions to and comments on life. The most successful efforts that we have seen in international education have included exchanges of children's art. Nothing breaks the barriers down easier than the actual recognition that similarities predominate. Margaret Mead and Rhoda Metraux discuss many approaches to the use of children's drawings and paintings in: The Study of Culture at a Distance (Chicago: University of Chicago Press, 1953).

B. Dramatize stories about children in Mexico.

C. Develop the cultural laboratory.

D. Audiotapes--Sounds of a Mexican Village Market--Mexico City.

E. Read short stories by Mexican authors used in 5th grade classrooms in Mexico. (Translations can be secured at local colleges--also through Pan American Union.)

F. Prepare Mexican foods.

G. Learn games played by Mexican children.

The cultural lab provides a realistic environment to stimulate the lives of a variety of people in Mexico-urban dwellers, rural dwellers, merchants, laborers. Many of the student activities that are listed are attempts at personal involvement in life as Mexicans live it.

Tape recordings of a village market or plaza in Mexico City add the dimension of sound to visual presentations.

The entire realm of the language arts offers opportunities for personal involvement. Literature--fiction and poetry--speak from the inner, private life of the writer to the inner, private life of the reader. It speaks as no other writing can. There is considerable evidence that stories leave readers with a picture of life as it is lived in the story.

It has the capacity to bring out a whole range of human strivings and feelings; a vision of life through the eyes of an individual from another land. And the dramatization of stories and poetry makes it all that much more real. Examples of poetry that call for dramatization are: "Market Day" by D. H. Lawrence, "The Hot Tamale" by Jewell Wurtzbaugh, and "Canto de Julio" by-Capdevila. Essayists such as Jose Vasconcelos and Alfonso Reyes, novelists such as Mariano Azuela, Gregoreo Lopez y Fuentes, Augustin Yanex, and Martin Guzman, and poets such as Rafael Lopez, Ramon Lopez Velarde, Ermilio Abreu Gomez, and Octavio Paz have had much of their work translated into English. Fragments of their work are included in readers for 5th graders in Mexico and can certainly be used by 5th graders in the United States.

H. Learn a Mexican Folk dance.

Dance, like music, is an international language, another mode of communication across cultures.

I. Listen to music popular in Mexico.

Music is also an international language that quickly heightens an awareness of the similarities that exist across cultures.

J. Listen to elementary Spanish language tapes.

K. View film-strips of various aspects of Mexican life; for example, "Native Mexican Handicraft" "Indians of Mexico Today" and "Mexican Children."

L. Compare 5th grade textbooks used by Mexican children with our own.

IV. Evaluation

The evaluation is ongoing. The behavioral objectives can be easily measured through a variety of activities. Written examinations are typical--they need not dominate. One evaluation that is necessary is to replay the original discussion about Mexico and have the students comment.

The behavioral objectives are suggestive of standard forms of evaluation. But evaluation has to mean more than the cognitive aspects of the behavioral objectives. In the end we are interested in attitudes, the affective domain. The teacher can learn a great deal through observations, anecdotal records, individual conferences with children, and experience summaries written by children. The teacher can also record the questions that children raise. Do they call for definition, facts, or value judgments?

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The bibliography is not meant to be exhaustive, only suggestive. Good materials in English for elementary school children are still rather limited. This should not be a deterrent. There are many resources available beyond printed material and should be used.

We have included some materials in the bibliography that would be helpful for a teacher in securing background. Three documents prepared by the Latin American Curriculum Project, University of Texas provide assistance to the classroom teacher: Teaching about Latin America in the Elementary School: An Annotated Guide to International Resources, Bulletin No. 1. Teaching about Latin America in the Secondary School: An Annotated Guide to International Resources, Bulletin No. 2.(1967) Key Ideas about Latin America, Bulletin No. 4 (1967)

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The Mexican Embassy has a cultural affairs office which can also be helpful. The address is 2829 16th St., N.W., Washington, D. C.

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II.

One Goshen teacher prepared a unit in Home Economics that serves as a good model. We are presenting the entire outline here primarily because it demonstrates clearly what can be done in areas outside literature and the social studies, the usual areas in which the international dimension of education is given attention. But before the study unit outline we wish to present the teacher's "Report on the Participation of the Home Economics Department" and "An Evaluation." Both stress active involvement and suggest the innumerable possibilities. They also serve to illuminate further the outline that follows them.

A Report of the Participation of the Home Economics Department in the Goshen Project of the International Education Project

The students were delighted when they learned they were to have an active part in a project that would enable them to learn about "Our Neighbors Near--Not Far."

Planning began and as the exhibit at the Pike County Fair was the first activity on the schedule, the students concentrated on the publicity for the project. Through talking with our consultant, Mrs. Joanne Fraser, they learned about the customs, beliefs, food and family relationships.

One group of first year students borrowed a record of Colombia dance music from Mrs. Fraser. They asked for help from the Physical Education student teachers, and learned the dance most typical of the young people of Colombia. Costumes were made to use in the dancing. These consisted of the wide black skirt decorated in gay colors. A white off-shoulder blouse with flowing sleeves and gay embroidery, and a scarf to match the figured material that decorated the skirt.

Another group, juniors and seniors, began planning the booth. Our SEA Consultant, Miss Sandra King, helped with this planning. Committees were formed, materials secured, and work started. The world had to be constructed, the United States and South America had to be drawn to scale, cut from plywood, and painted. Information as to distance and flying time was secured. Lettering had to be assembled to spell out our sponsors, our goals, our part in the project, and the results expected.

After a busy week the booth was ready: a background of the six foot world with stars and planets in the atmosphere surrounding it; the United States and South America in position connected

by the airline indicating distance and flight time, with blinking lights at Goshen and Barranquilla. On one side wall of the booth the sponsors were recognized, on the other the planned goals of the Home Economics and Future Homemakers goals. A poster outlined the project.

Two students dressed in the costumes they made, served as hostesses, playing the dance record and dancing. They had primed themselves with information related to the project and Colombia, in order to answer questions asked by interested observers.

NOTE: BLUE RIBBON AWARD!

Our University Consultants have given many interesting talks about Colombia, and illustrated the talks with colored slides showing the people, the cities, the schools, and the construction of the schools. The students were interested to learn that the second floor of the buildings were built first and sometimes the third completed before the first floor. They were interested in the beautiful native flowers and sighed with envy to learn that orchids grow wild there.

We are now learning about the food of the country, how it is prepared and served. With the help of Mrs. Frazier we are securing a Spanish-American cookbook from which we plan to learn the preparation of their dishes, and to serve meals as our neighbors do. We will send them our cookbooks.

Our immediate project is explaining the project to parents. We have planned an open-house for about one hundred and fifty of the parents. A part of the discussion will be an explanation of the project with question and answer time. We feel they will have a better understanding of the opportunities given their children through this project.

The University Consultants, Mr. Jim Fraser and Mrs. Joanne Fraser, have brought to us interesting information concerning Colombia and its people. The State Department of Education Consultants, Miss Sandra King and Mr. Hause, have given invaluable help in the necessary planning. All have contributed an interest and enthusiasm which encourages the students to want to learn more about our neighbors.

An Evaluation of International Education in Home Economic Classes

Through the study of our neighboring countries the students of the Home Economics classes have learned that these people are individuals very much like themselves.

The program as set up was for enrichment only; a broadening of the present program, not for the comparison of nationalities but simply to learn more about other people. The Home Economics program is organized into a number of units. Our study in international education became an integral part of the units. Interest was aroused through informal discussions with the consultants, filmstrips, and viewing artifacts brought in by the consultants.

A booth for the County Fair was planned with the World as a background, highlighting the United States and Colombia. To add interest, the girls in a clothing class made costumes usually worn at a dance in Colombia. These girls were hostesses each night, answering questions the viewers might ask and dancing a Colombian folk dance.

When classes studied housing, questions were formulated to ask the consultant about housing in Colombia; in the clothing unit they viewed filmstrips and learned what the teen-agers wore, how it was made, materials, and the source of materials. In studying the Family, the students were very interested in the family make-up and especially the customs in dating. Income levels, sources of income and the cost of living were discussed with the consultants. In the food unit native foods and dishes were used in experimental cookery. For the Parents Night Banquet the students planned and served a Spanish meal. Books, magazines and travel brochures were used as research material.

The most important outcome of this project was the creation of awareness that our neighbors are people very much like us, with superficial differences imposed by environment and culture. The visit of the South American students from the Universities and high school were the deciding factors--youth that they could see and talk to; youth very much like themselves with similar interests and ambitions. This has been a big step toward understanding our neighbors.

Our Neighbors, Near Not Far: A Home Economics Unit

I. Behavioral Objectives

A. The Home Economics student will be able to list at least three similarities between Colombia and Alabama in each of the following areas: housing, family structure, dress, foods, home management.

B. The Home Economics student will be able to prepare a basic Colombian dish.

C. The Home Economics student will be able to dance a native dance of Colombia.

D. The Home Economics student will be able to describe at least five possible reasons for the differences in housebuilding and architecture in Colombia as compared to Alabama.

II. Units to Incorporate a Study of Colombia [the following units are all part of the ongoing programs in Home Economics. Colombia became an integral part. Only the portions relating to Colombia are included below.]

A. Housing

1. The kinds of housing and furnishings

2. Materials used in building--sources of materials

3. The cultural influence in architecture

B. Human Development and the Family

1. The composition of the family unit

2. Manners, customs, religious practices

3. Leisure time activities

C. Clothing and Textiles

1. Usual dress

2. Native costumes

3. Materials used in dress--sources of materials

D. Foods and Nutrition

1. Food products

2. Shopping and costs

3. Food habits

4. Care and preparation of native dishes

E. Home Management and Family Economy

1. The running of the household

2. The duties of family members

3. The place of youth in the family economy

F. Youth Organization

1. Out-of-school activities

2. Church organizations

III. Teacher Activities

A. The teacher leads discussions in the customs and culture of people who live in South America, with particular emphasis on Colombia.

B. The teacher guides pupils in researching each of the areas listed in the units above.

IV. Student Activities

A. Listening to South American music

B. Learning a Colombian folk dance

C. Inviting resource persons into the class

D. Reproducing native costumes from various South American countries

E. Collecting recipes for South American dishes

F. Preparing and serving Latin American dishes, particularly those from Colombia.

G. Exchange of letters and audiotapes with students in Barranquilla, Colombia

V. Materials [To a large degree, resource people from the University and the various exchanges of letters and audiotapes served as the base for much of the activity.]

A. The Pan American Union Pamphlet series on Colombia and other Latin American countries

B. Source Books

1. Canciones Pan American A series by Silver-Burdett, Morristown, New York

2. Appel, Benjamin, The Illustrated Book about South America, Grossett and Dunlap: New York, 1960

3. Bernstein, Harry, Venezuela and Colombia, Prentice-Hall: Englewood, New Jersey, 1964

4. Goetz, Delia, South America, Fideler: Grand Rapids, Michigan, 1958

5. MacEoin, Gary, Colombia, Venezuela, Guianas, Silver-Burdett: Morristown, New Jersey, 1965

6. Peck, Anne Merriam, The Pageant of South America, McKay Co: New York, 1962

7. Pindle, George, A History of Latin America, Penguin Books: Baltimore, Md., 1963

8. Quinn, Vernon, Picture Map Geography of South America, Lippincott: New York, 1959

C. Recipe Books

1. Favorite Recipes of Home Economics Teachers: Frozen Foods Edition, Favorite Recipe Press: Montgomery, Alabama

2. Buen Provecho: Spanish-English Cookbook, Episcopal Church Women, Barranquilla, Colombia, South America

3. Koock, Mary Faulk, Cuisine of the Americas, The Encine Press: Austin, Texas, 1967

4. Latin American Dishes--Pan American Union: Washington, D.C.

5. 21 Latin American Meals, Pan American Union, Washington, D.C.

VI. Evaluation

It was mentioned before but possibly stressing the point again is desirable. The foregoing is a beginning and it is open to some criticism. But in the area of international education, a beginning has to be made and the Home Economics unit represents a positive beginning.

In chapter four, a number of other units prepared by Goshen teachers is presented. The strength of the units is to be found in the student activities identified for classroom use. However, there is a need for the objectives in the units to be expanded. A knowledge of concepts, generalizations, principles and facts related to international education should not be emphasized alone. It is the development of attitudes, values and beliefs toward other peoples on this "Blue Marble" that must be included in the objectives that are to be taught and learned in international education units. This is the essence of international education: the development of positive attitudes, values and beliefs toward our international neighbors.

In addition, a guide to developing behavioral objectives can be found in chapter two. It was an integral part of the instruction that took place at Goshen. However, in the future, behavioral objective writing will be expanded to include the development of attitudes, values and beliefs in addition to the attainment of cognitive learnings related to international education. In the in-service program at Goshen, priority was given to developing the skill of behavioral objective writing. Since the teachers were most familiar with the cognitive learning levels, this domain was utilized as they developed a competency in behavioral objective writing. For this reason, the chapter should prove helpful to teachers as they begin thinking through the development of study units.

Chapter Four

Units in International Education by Goshen Teachers

In this chapter a sample of the units prepared by the teachers at Goshen is presented. These units represent the first effort by many of the teachers in preparing a unit in international education that utilized the methodology of behavioral objective writing. It should be emphasized that many of the teachers have not had the benefit of feedback regarding their units that are presented in this publication and, therefore, they have not had the opportunity to make any adjustments that they might believe are necessary. The purpose in presenting the teachers' efforts is that the units may suggest what directions others may take as they prepare to write units in international education.

A.

VOCATIONAL AGRICULTURE

Vocational Agriculture in Colombia and Guatemala: A 10th Grade Unit

I. Behavioral Objectives

A. Given a list of 10 crops grown in Colombia, the student will be able to identify 7 crops in terms of the months of their growing season.

B. With the aid of textbooks and other materials, the student will diagnose each of the 7 crops to determine the reason for their particular growing season.

C. The student ill use all resources at the school and in the community to p opose at least 6 additional crops which could be grown in Colombia and Guatemala.

D. The student will compare Colombian agricultural education with agricultural education in Alabama. The student may use all the resources in the library to make this comparison. At least 5 factors should be compared.

E. Given a list of natural resources, the student will be able to identify 10 resources which are found in both Colombia and Guatemala.

II. Teacher Presentation

A. Present an overview of the countries of Central and South America.

B. Assign topics about the status of agriculture in Colombia and Guatemala.

C. Locate source materials to assist the students in their research.

D. Invite consultants from the University to discuss agriculture with the students.

III. Student Activities

A. Conduct research on natural resources, climate, topography, soils, transportation and markets in Colombia.

B. Write and deliver reports on this research.

C. Conduct extended research on crops in Colombia and Guatemala in terms of their growing season.

D. Make bulletin boards, charts, and fair exhibits to illustrate our interest in Colombia and Guatemala.

E. Write letters to Latin American students attending land grant colleges in Southern States.

F. Organize a "coffee break" with Colombian coffee.

G. Prepare and serve a "Spanish" dinner for the FFA-FHA Parents Banquet in the school cafeteria.

H. Hear Latin American students attending Auburn University tell about agriculture and native customs in their native countries, during the Parents Banquet.

I. Attend a number of programs to be presented in the school assembly by Latin American "Exchange" students from high schools and colleges in Alabama.

J. Have some Colombian students spend the night in their homes.

K. Spend one week with some Colombian High School students at the University of South Alabama in Mobile.

IV. Materials of the Unit

A. Correspondence with land grant universities and students at these universities, who were natives of Latin American Countries.

B. Correspondence with Peace Corps in Washington, D. C.

C. Correspondence with AID (Agency for International Development) and with the State Department.

D. Dr. Robert Montgomery, Head of the Agricultural Education Department of Auburn University has agreed to visit our classes.

E. A 2 x 3 foot map, in color, an 8½ x 11 inch booklet and some 8 x 10 pictures supplied by the Pan American Coffee Bureau, 120 Wall Street, New York, 10005.

F. Color pictures, 8 x 10, secured from the local ASCA office of the United States Department of Agriculture.

G. Actual samples of coffee beans secured from the Pan American Coffee Bureau.

H. A number of small 20 to 30-page booklets which the school purchased from The Pan American Union, General Secretariat, Organization of American States, Washington, D. C. These were primarily on agricultural products and individual country descriptions.

I. Resource Booklets from the U. S. Department of Labor giving information on labor and agriculture in Colombia.

V. Evaluation

A. From the group of crops grown in Colombia which were discussed in the textbook, identify 7 crops including the months of their growing season.

B. Diagnose each of the crops you have identified to determine the reason for its growing season.

C. Using all the resources at your disposal, propose 6 additional crops which could be grown in Colombia and Guatemala.

D. Compare agricultural education in Alabama with that of Colombia providing at least 5 comparative factors. You may use resources in the library to make this comparison.

E. Identify 10 natural resources found in both Colombia and Guatemala from the list which was discussed in class.

B.

ARGENTINA: THE LAND AND PEOPLE

5th Grade

I. Behavioral Objectives

A. The student will be able to cite 6 Argentine customs.

B. The student will be able to make a graph of the 5 largest cities in Argentina and describe the importance of each in the life of Argentina.

C. Based on a comparative study of cattle raising in Argentina and Alabama, the student will be able to compare 6 differences between the two.

II. Teacher Presentation

A. Lecture on Argentina's geography. Presenting the fact that Argentina's geography is more like that of the United States than any of the other Latin American countries.

B. Show a film on Argentina.

C. Read a short story on children in Argentina.

D. Read a story or poem describing the gaucho, followed by a discussion of the North American cowboy.

E. Listen to a record of Argentine folk music and discuss this in relation to our folk music.

III. Student Activities

A. Prepare a menu of a typical Argentine day.

B. Discuss various experiences they have had crossing state or international boundaries.

C. Make a graph of the five largest cities in Argentina showing their population. Do the same for the five largest cities in the United States.

D. Locate the major rivers in Argentina and discuss their value in transportation to the country.

E. The class is divided into groups and each group takes a section of Argentina. Each group imagines that they live in this area and report to the class what the land is like where they live, etc.

F. Chart the volume of trade that Argentina engages in, listing its exports and imports.

G. Show pictures of Argentina.

H. Report on famous Argentines; for example, Domingo Sarmiento.

I. Make a model of an estancia on the Argentina Pampas.

J. Dress dolls in native costumes.

K. Listen to Spanish music.

L. Produce individual booklets on different aspects of Argentine life.

IV. Culmination

A. Make an exhibit of things the class has collected or made while studying Argentina.

B. After each lesson each child writes a paragraph about what they thought most interesting or valuable in the lesson. At the end of the unit each child will put together these impressions as individual booklets.

C. Summarize answers to important questions.

V. Materials

A. Nichols, Madaline W. The Gaucho, Durham, North Carolina: Duke University Press, 1942.

B. Herring, Humphrey, A History of Latin America, New York: Alfred A. Knopf, 1965.

C. Bailey, Helen and Nasatir, Abraham, The Development of It's Civilization, New York: Prentice Hall, Inc., 1960.

D. American Republic Series, Argentina, Washington, D.C.: General Secretariat, 1962.

E. Gothe, E. Neighbors to the South, New York: Harcourt, 1956.

F. Hall, Elvajean, The Land and People of Argentina, Philadelphia: J. B. Lippincott Co., 1951.

G. Quinn, Vernon, Picture Map Geography of South America, Philadelphia: J. B. Lippincott Co., 1960.

H. Schermer, Latin America Leaders, Chicago: Beckley - Cardy, 1951.

I. Brown, G. Your Country and Mine: Our American Neighbors, New York: Guinn and Co., 1965.

J. Uttley, Marguerite and Aitchison, Alison, Land and People of the World: Latin America, Australia and Africa, New York: Ginn and Co., 1962.

K. Guy, William, et al., Exploring American Neighbors, New York: Follett Publishing Co., 1960.

L. Drummond, Harold, A Journey Through Many Lands, Atlanta: Allyn and Bacon, Inc., 1959.

M. Goetz, Delia, Let's Read About South America, Grand Rapids, Michigan: Fidler, 1951.

N. Barrows, Harlan, Our Big World, Chicago: Silver-Burdett, 1964.

O. Pan American Union Publications, Educational Services, Pan American Building, New York: 10017, 1965.

P. Filmstrips and Films
1. "Argentina (People of the Pampas)." Encyclopedia Britannica Films Inc. 1150 Wilmette Ave. Wilmette, Illinois.
2. "Argentina - Buenos Aires." Eye Gate House Inc. 146-01 Archer Avenue, Jamaica, New York.
3. "Argentina - The Land and People." Eye Gate House Inc. 146-01 Archer Avenue, Jamaica, New York.
4. "Argentina." McGraw - Hill, Elementary Filmstrips, 330 West 42nd Street, New York.

Q. Peck, Anne Merriam, The Pageant of South America, New York: McKay Co., 1962.

R. Ferguson, J. Halcro, The River Plate Republics, Morristown, New Jersey: Silver-Burdett.

VI. Evaluation

A. Cite 6 customs practiced in Argentina based on a study of this country in the textbook.

B. Make a graph showing the population of the five largest cities in Argentina and describe the importance of each in the life of Argentina.

C. Compare cattle raising in Argentina with Alabama. At least 6 differences should be compared based on research you have done in this area.

C.

PHYSICAL EDUCATION RHYTHMS

A High School Unit

I. Behavioral Objectives

A. Based on research, the student will be able to describe the cultural background of various peoples of Latin America. At least two countries should be used by each student.

B. After a period of 5 weeks, the students will have acquired a repertoire of 5 dances of Latin America suitable for use in leisure-time activities.

C. After a period of 5 weeks, the students will be able to formulate new dance steps into the pattern of Latin American dances. At least 2 new steps should be added.

II. Teacher Activities

A. Explanation of various styles of dancing.

B. Demonstration of some of the styles of dancing.

C. Mimeograph material for background purposes.

D. Prepare bulletin boards.

III. Student Activities

A. Learn basic skills of dancing.

B. Participate in dance.

C. Work on bulletin boards.

D. Present the results of their research.

IV. Materials

A. Books

1. Folk Dance Federation of California, Folk Dances from Near and Far, Volume I, II, III, IV, V: 1945-1954.
2. Fox, Grace and Merrill, Kathleen Greippe, Folk Dancing in High School and College, A. S. Barnes and Co., New York, 1964.

V. Evaluation

A. Describe the cultural background of at least 2 peoples of Latin America through the characteristics and styles of their dances. You may use any research you have done to answer this problem.

B. Each student will be given time to show that he has acquired a repertoire of 5 dances of Latin America suitable for use in leisure-time activities.

C. Each student will be given time to demonstrate 2 new dance steps he has formulated into the pattern of Latin American dances.

D.

OUR MEXICAN NEIGHBORS

4th Grade

I. Behavioral Objectives

A. Given a set of pictures, the students will be able to identify each picture which contains Mexican scenes.

B. Given a set of pictures of Mexican scenes, the student will be able to explain the reasons for the costumes worn by the people in each scene.

C. Based on Mexican costumes which have been shown in class, the student will be asked to recommend 3 other costumes which might be suitable for the Mexican people and their climate.

II. Teacher Presentation

A. Show pictures of Mexican scenes.

B. Show pictures of different classes of Mexican people and ask questions pertaining to differences in dress, etc.

C. Show actual products of Mexico and ask questions to lead the student to want to find out why some products are more plentiful in Mexico.

D. Show map of United States and Mexico and discuss the location and topography of Mexico in relationship to the location of the United States.

III. Student Activities

A. The students listen to Spanish songs on records.

B. They see film strips on different aspects of Mexican life.

C. They read stories about Mexican people.

D. They make bulletin boards to show Mexican scenes.

E. They make pottery, paper flowers and other things.

F. They learn some Spanish words.

G. They ask visitors from Mexico questions about schools.

H. They learn from consultants and a resource person about customs of Mexican people.

IV. Materials

A. Filmstrips
1. Native Mexican Handicraft
2. Mexican Town and Country Life
3. Indians of Mexico Today
4. Mexico Yesterday and Today
5. Farmers in Mexico
6. Ranch in Northern Mexico
7. Mexican Children

B. Books
1. Let's Travel in Mexico, Pan American Union, Washington, D.C.
2. Epstein, Sam and Beryl, The First Book of Mexico, Watts: New York, 1955.
3. Garthwaite, Marion, Mario: A Mexican Boy's Adventure, Doubleday: New York, 1960.
4. Hobart, Lois, Mexican Mural: The Story of Mexico, Past and Present, Harcourt, Brace & World: New York, 1963.
5. Larralde, Elsa, The Land and People of Mexico, Lippincott: Philadelphia, 1964.
6. Peck, Ann M. Young Mexico, Dodd: New York, 1956.

C. Records
1. Let's Sing in Spanish by The Krones, Beatrice and Max.

D. Resource Persons
1. Consultants from University of Alabama.
2. Visiting foreign students from Jacksonville State University.

E. Actual snapshots of people and scenes of Mexico City

V. Evaluation

A. From the set of pictures which are displayed around the room, identify each picture which contains Mexican scenes.

B. From the set of pictures which you have determined contains Mexican scenes, explain the reasons for the costumes worn by the people in each scene.

C. Based on Mexican costumes which have been shown in class, recommend 3 additional costumes which might be suitable for the people of Mexico and their climate.

E.

WORLD LITERATURE

Literature Around the World: A 10th Grade Unit

I. Behavioral Objectives

A. As a result of studying world literature, students will be able to identify at least 5 ways that Latin American and United States literature is similar.

B. After reading short stories about Latin America, students are able to contrast life in the United States with that of Latin America. At least 6 areas must be contrasted.

C. Students will be able to compare short stories, according to the way they picture life in Latin America. Each short story must be at least 5 pages long.

II. Teacher Presentation

A. Background lectures concerning the make-up of a short story.

B. Read short stories to the class - both American (United States) and Latin American.

C. Raise questions to help students realize that they are members of a larger world.

D. Prepare a bulletin board display of literature from Latin America.

III. Student Activities; Materials and Content [World Literature is part of the 10th grade curriculum in Goshen. Latin American Literature was added to the course as a result of the international education project. Materials were clearly a problem.]

A. Consultant brought samples of short stories.

B. Americas (The cultural publication of the Pan American Union contains contemporary short stories.)

C. Students write short stories using Latin American themes.

IV. Evaluation

A. Identify 5 ways that Latin American and United States literature is similar based on the discussion in class.

B. From reading short stories about Latin America, contrast life in the United States with that of Latin America. At least 6 areas should be contrasted.

C. Compose a 5 page short story on the way you see life in Latin America.

F.

INDIANS OF CENTRAL AMERICA

5th Grade

I. Behavioral Objectives

A. The students will be able to state 5 contributions of the Indians of Central America to the civilizations of their countries.

B. Based on reading materials in class, the students will be able to compare the Indians of Central America with those in Alabama. Five comparisons should be made.

C. After looking at pictures and reading about Indian pyramids, the students will be able to construct a pyramid from clay. The pyramid should closely resemble the pictures of the Indian pyramids shown in class.

II. Teacher Presentation

A. Tell the story of the contributions made by the Indians of Central America to their countries' civilizations.

B. Introduce the students to some simple Spanish words.

C. Show students some pictures of the Indian civilization of Central America.

D. Provide materials for students to make handicrafts of the Indian civilization of Central America.

III. Content of the Unit

A. Life of the Indians
   1. Family life
      a. The family
      b. Food
      c. Clothing
      d. Shelter
   2. Tribal life
      a. Government
      b. Fighting
      c. Recreation

3. Hunting and fishing
    a. Hunting
    b. Fishing
4. Farming
5. Trade
6. Transportation
7. Communication
    a. Signs and signals
    b. Writing
8. Religion
    a. Beliefs
    b. Ceremonies
    c. Shamans and priests
    d. Prophets

B. Regional groupings of Indians
    1. North American Indians
        a. Eastern Forests Indians
        b. Plains Indians
        c. Northwest Coast Indians
        d. California-Intermountain Indians
        e. Southwest Indians
    2. Indians of Latin America
        a. Middle American Indians
        b. Caribbean Indians
        c. Tropical Forest Indians
        d. Andean Indians
        e. Marginal Indians
C. Languages of the Indians
    1. North American Indians languages
        a. Algonkian-Wakashan
        b. Aztec-Tanoan
        c. Eskimo-Aleut
        d. Hokan-Siouan
        e. Marginal Indians
    2. Latin American Indian languages
    3. Health
    4. Education
    5. Tools and Weapons
        a. Shaping stones
        b. Working with wood
        c. Using other materials
        d. Making fire
    6. Arts and Crafts
        a. Basketry
        b. Pottery
        c. Weaving
        d. Sculpture
        e. Metalwork
        f. Architecture

g. Embroidery
h. Painting

7. Poetry, Music, and Folklore
   a. Poetry
   b. Music
   c. Folklore

IV. Student Activities

A. Read about the contributions of the Indians of Latin America to their civilization.

B. Learn a few Spanish words and phrases.

C. Construct an Indian pyramid from clay.

V. Bibliography

A. American Heritage. Indians of the Plains. Golden Press, Chicago, 1960.

B. Balch, Glenn. Indians Saddle-Up. Crowell, New York, 1953.

C. Bleeker, Sonia. The Incas, Indian of the Andes. Morrow, New York, 1960.

D. Bleeker, Sonia. The Maya: Indian of Central America. Morrow, New York, 1961.

E. Brindze, Ruth. The Story of the Totem Pole. Vanguard, New York, 1951.

F. Buff, Mary and Conrad. Dancing Cloud, the Navajo Boy. Rev. ed. Viking, New York, 1957.

G. Clark, Ann N. The Little Navajo Bluebird. Viking, New York, 1941.

H. D'Aulaire, Ingri and Edward. Pocahontas.

I. Dorian, Edith M. Hokahey. American Indians Then and Now. McGraw Hill, New York, 1957.

J. Friedman, Estelle. Digging Into Yesterday: The Discovery of Ancient Civilization. Putnam, New York, 1962.

K. Hofsinde, Robert. Indian Sign Language. Indian Games and Crafts. 1957. Indian Picture Writing. 1959. The Indian and His Horse. 1960.

L. Martin, Frances G. Nine Tales of Coyote. Harper, New York, 1950.

M. Mason, Bernard S. Dances and Stories of the American Indian. Ronald, New York, 1944.

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O. VonHagen, Victor. The Maya. World, Cleveland, 1960.

P. Von Hagen, Victor. The Sun Kingdom, The Aztecs. World, Cleveland, 1958.

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2. James Gallagher and Mary Jane Aschner. "A Prelininary Report: Analyses of Classroom Interaction." Merrill-Palmer Quarterly of Behavior and Development, Volume 9,(July, 1963), pp. 183-194.

3. Taba, Hilda, Curriculum Development: Theory and Practice. New York, Harcourt, Brace and World, 1962, p. 529.

4. Sam Leles and Raymond Bernabei, An Educational Behavior Objectives Learning Packet, p. 1.

5. M. Ray Loree, Psychology of Education. Ronald Press Company, New York, 1965, p. 398-399.